



## Williamsburg County School District

423 School Street  
Kingstree, SC 29556

**Grades** PK-12 District  
**Enrollment** 4,421 Students  
**Superintendent** Dr. Yvonne Jefferson-Barnes 843-355-5571  
**Board Chair** Mrs. Barbara McKenzie 843-372-8594

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Good</b>
2012	Average	Below Average
2011	Below Average	At-Risk
2010	Average	Average
2009	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

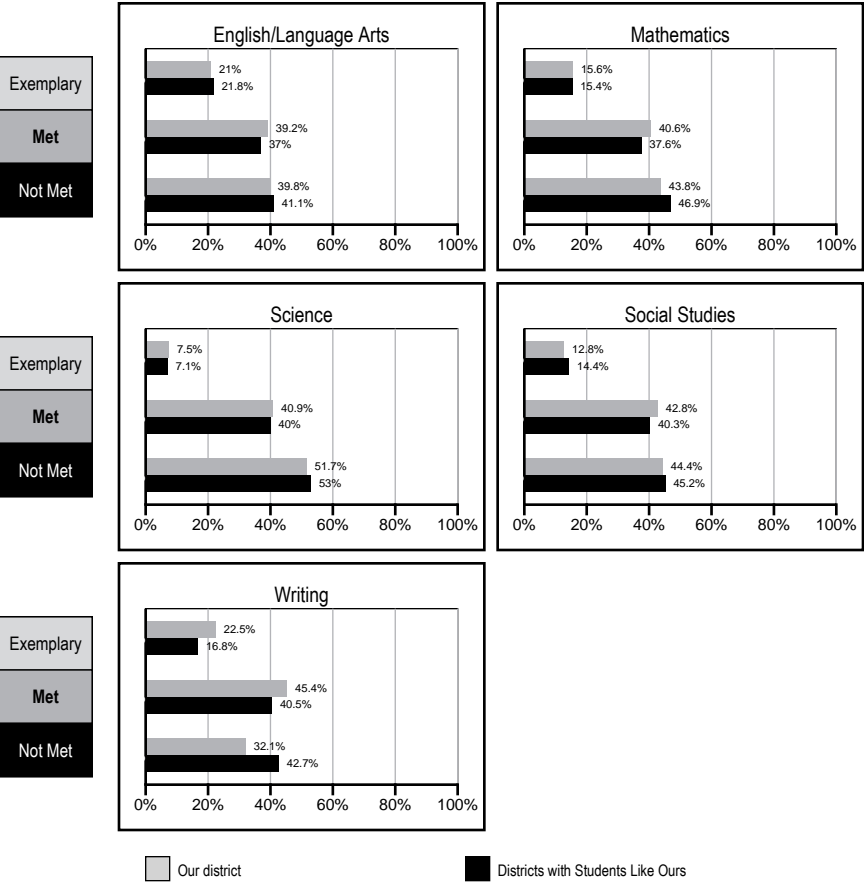
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	8	5	1

\* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed both subtests	62.5%	64.1%	62.3%	65.7%	64.6%	63.5%
Passed one subtest	21.2%	17.5%	23.0%	17.9%	18.9%	19.5%
Passed no subtests	16.3%	18.5%	14.7%	16.4%	16.5%	17.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	60.8%	64.8%
English 1	56.0%	55.7%
Biology 1/Applied Biology 2	64.7%	55.8%
US History and the Constitution	32.6%	30.9%
All Subjects	54.5%	52.3%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	355	349	171	185
Number of Graduates in Cohort	274	288	124	141
Rate	77.2%	82.5%	74.9%	76.6%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	386	342	174	197
Number of Graduates in Cohort	298	280	128	153
Rate	77.2%	81.9%	76.5%	79.0%

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=4,421)</b>				
First graders who attended full-day kindergarten	99.2%	No Change	99.4%	99.2%
Retention rate	3.0%	Up from 2.4%	2.5%	1.9%
Attendance rate	96.0%	Down from 96.2%	95.8%	95.8%
Served by gifted and talented program	7.1%	N/A	5.0%	12.0%
With disabilities	16.2%	N/A	13.3%	12.7%
Older than usual for grade	9.3%	N/A	6.4%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.4%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	Down from 0.6%	4.4%	14.0%
Successful on AP/IB exams	N/A	N/A	43.3%	50.5%
Eligible for LIFE Scholarship	27.1%	Up from 24.5%	26.4%	31.8%
Enrolled in adult education GED or diploma programs	181	Up from 108	15	50
Completions in adult education GED or diploma programs	20	Down from 27	14	37
Annual dropout rate	0.1%	Down from 0.7%	1.7%	2.3%
<b>Teachers (n=262)</b>				
Teachers with advanced degrees	59.9%	Down from 63.7%	59.1%	61.4%
Continuing contract teachers	76.3%	Down from 78.6%	69.5%	80.0%
Teachers returning from previous year	86.5%	Up from 86.3%	85.6%	90.4%
Teacher attendance rate	94.6%	Down from 94.7%	95.2%	94.8%
Average teacher salary*	\$43,925	Up 3.6%	\$43,818	\$47,587
Vacancies for more than nine weeks	1.9%	Up from 1.4%	1.1%	0.2%
Professional development days/teacher	11.3 days	Down from 11.5 days	9.6 days	10.3 days
<b>District</b>				
Superintendent's years at district	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Down from 24.7 to 1	21.5 to 1	22.2 to 1
Prime instructional time	89.8%	Down from 90.2%	89.6%	89.4%
Dollars spent per pupil**	\$10,188	Down 3.4%	\$10,188	\$9,101
Percent of expenditures for teacher salaries**	44.0%	Down from 45.5%	47.0%	52.0%
Percent of expenditures for instruction**	49.0%	No Change	51.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	13	No Change	6	11
Number of magnet schools	1	No Change	0	0
Portable classrooms	3.5%	Down from 4.7%	2.3%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	11.0	Down from 12.0	5.5	10.0
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Average administrator salary	\$74,517	Up 2.1%	\$73,290	\$79,389

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	315	89.2%	1210	54.5%	349	82.5%
<b>Gender</b>						
Male	156	86.5%	627	51.7%	182	78.6%
Female	159	91.8%	583	57.5%	167	86.8%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	54	63.0%	12	58.3%
African American	306	89.2%	1138	53.8%	333	83.2%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	75.0%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	50	50.0%	183	13.7%	62	45.2%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	276	88.0%	1071	52.5%	299	82.6%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	89.2%	86.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	384	371	390	378	385	371	1159	1121		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	14.3	13.4	16.7	16.4	16.4	15.3	16.6	15.8	16.1	15.3
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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**School District Governance**

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/General Assembly
Average Number of Hours of Training Annually	17.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

The Williamsburg County School District is pleased with the gains being made as a school system. When we look at where we were, and where we currently are, we can clearly view our progress. In spite of that however, we know there is still much to be done. Today's global interdependence requires American school systems to strive for leadership locally, statewide, nationally and at the international levels. This is critical because this generation of students will require a world-class education to succeed in the 21st century.

World-class schools do not just happen. They are created with strategic vision, deliberate purpose and the collective efforts of an entire community. Schools and students flourish under exemplary instructional leadership, and are recognized for exemplary instruction delivered by dedicated administrators, and high-quality teachers who demonstrate skill and knowledge to meet the educational needs of all learners. Schools must be warm, welcoming and creative learning environments where each student is valued, encouraged and seen as capable of achievement. They are to be exciting places, equipped with technology and instructional resources to enrich the learning experience of every student in every classroom each day. Above all, world-class schools set high standards, use data to monitor student progress and accept responsibility for outcomes.

The Williamsburg County School District is focused on, and Committed to Excellence. Our dedication and commitment has supported us in raising our District's Absolute Report Card rating from Below Average to Average, and its Improvement rating from At-Risk, to Below Average. We are not where we know we are capable of being, but understand that we are well on our way to getting there. Our ESEA Waiver Grade (No Child Left Behind) was disappointing to us last term, and we are determined to achieve a higher letter grade for the coming term.

This past school term also saw our ACT and SAT scores improved significantly. We were the only district in our geographical area to experience gains. As we worked together, our schools achieved state and regional championships, and we received acclaim nationally, with first place winners in Career Education, Technology, Oratorical, Manufacturing Design, and Art competitions. Our students have also become active participants in the State's Mock Trial Competitions, supported by local area attorneys, and school and district based coaches. A number of our schools were also recipients of Palmetto Gold and Silver Awards, and Cum Laude Certificate Recognitions from the South Carolina Department of Education.

The district hosted its second Annual Hall of Fame Scholarship Gala, May, 2013, with the formal institutionalization of its Public School Foundation. The first scholarships of the year will be distributed in October, 2013.

These initiatives, combined with the ongoing support of the Williamsburg County Public School District's Board of Trustees, parents, community members, other elected and appointed officials, and the unwavering commitment of its employees, ensure that the Williamsburg County Public School System is well positioned to establish itself as a productive and successful school system.

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# ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	47.8
Overall Grade Conversion	F
Points Total - Elementary Grades	71.5
Points Total - Middle Grades	22.6
Points Total - High School Grades	54.3

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator (Title I Schools)

Two schools were identified as Title I Reward School.

School	Status
Kingstree Senior High	Priority
Hemingway Elementary	Priority

## Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 3-5

All Students	642.0	628.7	595.0	616.6	99.9	99.9	N/A
Male	638.0	626.0	593.6	616.0	100.0	100.0	N/A
Female	646.2	631.5	596.3	617.2	100.0	100.0	N/A
White	648.7	640.8	608.7	628.4	100.0	100.0	N/A
African American	641.2	627.6	594.0	615.5	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	600.9	589.6	562.1	590.4	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.0	627.8	594.1	616.2	100.0	100.0	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A

Grades 6-8

All Students	617.2	618.1	596.6	599.6	99.3	99.3	N/A
Male	611.2	613.0	594.0	599.1	99.2	99.2	N/A
Female	623.6	623.6	599.2	600.2	99.4	99.4	N/A
White	624.6	624.8	599.2	625.4	100.0	100.0	N/A
African American	617.0	617.9	596.6	598.4	99.3	99.3	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	574.6	582.3	556.0	576.5	97.6	97.6	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	615.6	615.9	595.2	598.4	99.5	99.5	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A

Grades 9-12

All Students	223.8	216.7	71.5	63.2	96.5	96.8	76.2
Male	221.2	214.9	71.3	63.9	94.4	95.0	67.0
Female	226.6	218.6	71.7	62.3	98.7	98.7	85.9
White	N/A	N/A	N/A	N/A	N/A	N/A	64.7
African American	224.3	217.0	71.0	63.1	98.0	98.3	76.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	198.9	189.4	58.8	N/A	85.7	85.7	33.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	221.7	215.1	71.1	63.2	95.9	96.3	76.6
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	338	100	32	32.6	35.4	68
	4	362	100	38.9	36.9	24.3	61.1
	5	343	100	36.8	41.6	21.6	63.2
	6	349	99.7	49.8	29.2	20.9	50.2
	7	352	100	48.8	33.8	17.4	51.2
	8	338	99.4	44.2	34.6	21.2	55.8
2013	3	322	99.7	27.8	36.6	35.6	72.2
	4	344	100	39.1	40.4	20.5	60.9
	5	344	100	26.9	48	25.1	73.1
	6	332	99.1	49	37.3	13.7	51
	7	358	99.2	43.9	41.5	14.5	56.1
	8	327	99.7	55	30.5	14.5	45
Mathematics							
2012	3	338	100	49.2	32.6	18.2	50.8
	4	362	100	48.3	37.1	14.6	51.7
	5	343	100	34.7	43.1	22.2	65.3
	6	349	99.4	42	44.8	13.3	58
	7	352	100	49.4	38.6	12	50.6
	8	338	99.4	55.1	34	10.9	44.9
2013	3	322	99.7	45.6	34.3	20.1	54.4
	4	344	100	37.3	44.7	18	62.7
	5	344	100	33.7	45.5	20.7	66.3
	6	332	99.1	54.1	35	10.8	45.9
	7	358	99.2	49.3	40.1	10.7	50.7
	8	327	99.7	46.9	45	8	53.1
Science							
2012	3	169	98.8	65.2	26.7	8.1	34.8
	4	362	100	50.6	44.3	5.1	49.4
	5	176	99.4	47.6	45.9	6.5	52.4
	6	179	98.9	64.2	32.7	3	35.8
	7	351	99.4	54.1	34.7	11.2	45.9
	8	172	100	43.9	42.7	13.4	56.1
2013	3	163	100	50	42.9	7.1	50
	4	338	99.4	56	37.7	6.3	44
	5	173	100	51.5	44.2	4.3	48.5
	6	165	100	52.2	44	3.8	47.8
	7	356	99.2	44.2	46.3	9.6	55.8
	8	160	100	63.4	30.7	5.9	36.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	174	99.4	43.7	43.1	13.2	56.3
	4	360	100	36.5	54	9.5	63.5
	5	167	99.4	45.4	39.9	14.7	54.6
	6	170	99.4	33.5	55.1	11.4	66.5
	7	349	99.4	62	30.4	7.6	38
	8	165	99.4	60.5	29.3	10.2	39.5
2013	3	159	100	29.5	60.9	9.6	70.5
	4	342	100	35.6	49.7	14.7	64.4
	5	171	100	46.3	38.8	15	53.8
	6	167	98.2	43.2	50.3	6.5	56.8
	7	354	99.2	53.2	36.9	9.9	46.8
	8	167	99.4	60.1	24.1	15.8	39.9
Writing							
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	345	96.2	25.7	44	30.3	74.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	334	98.2	30.9	43	26.1	69.1
2013	3	323	97.8	27.7	35	37.3	72.3
	4	343	95	28.2	53.9	17.9	71.8
	5	341	96.8	22.9	47.6	29.5	77.1
	6	333	97.9	37.4	43.5	19.2	62.6
	7	357	95.5	33.2	49.7	17.1	66.8
	8	326	97.6	40.3	44.2	15.6	59.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	313	97.1	21.7	46.4	25.3	6.6	31.9
	2013	316	96.5	17.2	43.4	24.2	15.2	39.4

Mathematics								
All Students	2012	313	97.4	32.5	39.0	18.7	9.8	28.5
	2013	316	96.8	35.3	32.7	23.1	8.9	32.0

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	15.5%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.4%	0.0%	No
Student attendance rate, grades K-8	96.0%	94.0%*	Yes

\* Adjusted to account for natural variation in performance.  
\*\* Or greater than last year

Abbreviations for Missing Data